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Syllabus: World History and Geography II, 1500-Present
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Welcome to **Modern World History and World Geography II!** Since I know how important it is for all of us to get off to a good start this fall, I want to explain a little about this class and my expectations.

Course Description: According to the Virginia Standards of Learning, this course enables students to examine history and geography from 1500 A.D. to the present with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connection to contemporary issues.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, to raise questions and to marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society being studied. Students in this class will take the Standards of Learning test as they reach the end of this course.

Units of Study: The topics we study this year will be based on the **Virginia Standards of Learning**. They include the following, with corresponding SOLs listed by number in parentheses before each topic:

<p>(WHII.1a-j) Developed/developing nations of the contemporary world— economic and political issues, rise of terrorism (WHII.15) Review of major world religions</p> <p>(WHII.2b-c) Renaissance</p> <p>(WHII.3) Reformation</p> <p>(WHII. 5) Non-western Empires</p> <p>(WHII.4) Age of Exploration</p> <p>(WHII.6) Age of Revolutions— Scientific Rev., Age of Absolutism, Glorious Revolution, American and French Revolutions</p> <p>(WHII.7) 19th century Latin America Review and Midterm Exam</p> <p>(WHII.8) Napoleon and Rise of Nationalism in 19th century Europe</p>	<p>(WHII.9) Industrial Revolution (WHII.9) Rise of Socialism and Communism (WHII.9) Imperialism</p> <p>(WHII.10) World War I</p> <p>(WHII.11) Interwar Period</p> <p>(WHII.12) World War II</p> <p>(WHII.13) Cold War, Post-War Independence Movements and Leaders</p> <p>(WHII.16b, c): Contemporary Issues, Review, SOL Test, Final Projects and wrap-up</p>
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As we study these content areas, we will also address history and geography skills, which we will develop and apply throughout the year. By the end of this course, students will have had the opportunity to master the following skills: ♦ **using primary and secondary sources to make**

generalizations ♦ using maps, globes, artifacts, and pictures to analyze and interpret information
 ♦ identifying geographic features important to the study of world history ♦ identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms ♦ analyzing trends in human migration and cultural interaction

Textbook and Materials: The textbook we will use is World History and Geography—Modern Times Interaction (McGraw Hill). I will keep a class set of books in the classroom. However, students will mainly use the online version. If you and/or your student wants to check out a hardcopy to keep a, I will gladly sign out a textbook to him/her/them. Each day, students should bring to class the following materials:

Required Materials: <ol style="list-style-type: none"> 1. One three ring binder 2. Loose leaf paper 3. Subject/notebook dividers (used to divide each unit in your notebook) 4. Pencils/Pens (blue/black only, no colors) 5. Notecards: 4 packs or one per quarter 	<p style="text-align: center;">Student Handbook—please bring this to class every day!</p>
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Grading System: Grades for this class are based on “daily progress” (homework and classwork), quizzes, tests, and notebooks.

Grading Scale:

A 90-100
 B 80-89
 C 70-79
 D 60-69
 F below 60

Grading Categories:

- **Gold Category (Summative Assessments) = 40%**

Examples include tests, essays, research papers, project-based assignments, labs, district benchmarks, and other culminating assessments to measure mastery of standards that comprise a unit of study.

Minimum number of gold grades per 9-week period = 3

- **Silver Category (Short Cycle Assessments) = 35%**

Examples include quizzes, lab reports, assignments that build to gold, collaborative work, and other graded assignments to assess certain standards in a unit of study.

Minimum number of silver grades per 9-week period = 6

- **Bronze Category (Classwork/Warm-Up) = 25%**

Examples include homework, spiral review activities, bell ringers, and other graded assignments to assess certain standards in a unit of study.

Minimum number of bronze grades per 9-week period = 7

Make-Up Policy: In an effort to help students become college and career ready, it is imperative that all students understand the importance of deadlines. Students are expected to complete all assignments by the assigned due date. Late work will be accepted until the end of the day it was due for full credit.

Students who have an absence are allowed five days to make up the in-class work. After five days, the highest grade they can receive is a 50. If a student is present for class but did not turn in the assignment,

they have five (5) days to submit the assignment with a 10 point reduction in their grade per day. After five (5) the highest grade they can receive on assignment turned in is a 50. Assignments not turned in will receive a grade of zero.

All assessments must be completed within the five-day limit. If you miss a test day I will need a note from your parent or a guardian to retest. **If you skip class, I will automatically deduct 50 points from any missing assignments!!!**

Classroom Expectations: The rules are simple:

1. **Be respectful of everyone in the classroom, always.** This means listen, be honest, and be polite to other students as well as to me. Good MANNERS are MANDATORY, and will be expected at ALL times by all of us! **Absolutely NO PROFANITY or VULGAR** language.
2. **Be prepared for class.** I expect students to be in their seats, with notebook, pens, notecards, and student handbook, when the bell rings. Class ends when I dismiss students. Being prepared for class ALSO means doing homework, which I will assign regularly.
3. **Ask for help when you need it.** It's usually easiest to try to make an appointment when you need to see me, so you won't waste your time waiting for me or looking for me. I am always happy to help, but it is your responsibility to see me and ask for help.
4. **Finish your food and drink and go to the bathroom before you come to class (Except 1st and 4th Periods).** As I recognize that personal emergencies do occasionally arise, students are expected to be in class for the FULL 50 minutes. Only one person is allowed out of the room at a time, with a pass. No one is allowed to leave during instruction (PowerPoints, instructions for activities), also do not ask to go for the first 10 minutes or the last 10 minutes of class.
5. **NO CELLPHONE or any other electronic devices earphones/earbuds are allowed in class.** No CELL PHONE usage at any time. All cellphones are to remain locked in a book bag or pocket. **If you have your cell phone out, I will recommend disciplinary action.** It's a matter of respect and focus.
6. Raise your hand to speak and wait to be called upon.
7. Raise your hand to ask permission to leave your seat (sharpen pencil, throw away trash, etc. unless I specifically state otherwise. Please do not wonder around the room.

In addition to these classroom rules, I will enforce all school rules as they are outlined in the student handbook. Please take the time to read the handbook. Parents, feel free to contact me at school if you have questions or concerns. If I am unavailable when you call, leave a message and I will call you back as soon as I can. I encourage you to be involved. I look forward to a productive, challenging, fun year.

<u>Responsibilities:</u>	<u>As a Student....</u>
As Your Teacher.... To treat you with respect and care as an individual To provide you an orderly and safe classroom environment To provide necessary rules/consequences To provide the appropriate motivation To teach you the required content	To treat me and others with respect and care as an individual To attend class regularly To be cooperative and not disruptive To study and do your work (EFFORT=SUCCESS) To learn and master the required content

Please sign below and return this syllabus to me. I will keep only the portion below; the rest will go in student notebooks.

Students: I have read this syllabus and am ready to be an active learner and cooperative participant in this class.

Student Signature: _____

Parents: I have read this syllabus and am ready to support my child as an active learner and cooperative participant in this class.

Parent Signature_____

Parent contact info: Daytime

Telephone: _____

E-mail: _____

“There is no easy walk to freedom anywhere and many of us will have to pass through the valley of the shadow of death again and again before we reach the mountain tops of our desires.”

~Nelson Mandela